

**School Social Work Journal**  
**Table of Contents, Vol. 26 (2)**  
**Spring, 2002**

Title: In search of a secure base: Attachment theory and school social work

Author: Ornstein-E.D; Moses-H.

Pages: 1-13

Abstract: This article provides an overview of the key concepts of attachment theory, including secure base, internal working models, and secure and insecure styles of attachment. Specific suggestions are made about how school social workers can use attachment theory to conceptualize and respond effectively to the special needs of students who have experienced disrupted attachments or multiple losses. Innovative interventions are suggested for school social workers to implement at the micro, mezzo, and macro levels, to create a secure base for these children at school.

Title: Media influence on adolescents' self-concept in two different cultures.

Author: Anderson-S.; Meitz-A.; Wade-J.

Pages: 14-29

Abstract: This quantitative study compared adolescents in a rural Kentucky setting and a suburban Illinois setting and their reactions to media influence. The major focus of the study was body image as a component of self-concept. Even though the demographic characteristics of the two settings were different in terms of education, economics, and population, adolescents from both settings had, for the most part, similar responses and experiences related to exposure to various forms of media and the influence that media messages had on their development of self-concept.

Title: Brainstorming hypotheses for functional behavioral assessment: The link to effective behavioral intervention plans.

Author: Raines-J.C.

Pages: 30-45

Abstract: When Congress revised the Individuals with Disabilities Education Act in 1997, it mandated the development of a functional behavioral assessment (FBA) for every special education student at risk for serious disciplinary action. This article describes the FBA process and brainstorms a wide range of positive and negative hypotheses about why students with emotional disturbances misbehave. The hypotheses can form the basis for the development of a behavioral intervention plan (BIP). Essential elements of effective BIPs are defined and a teamwork process is recommended. An appendix with forms is included as well as resources for social skills training.

Title: Enhancing children's social skills through classroom meetings.

Author: Frey-A.

Pages: 46-57

Abstract: A program designed to enhance children's social skills through the use of classroom meetings was evaluated in an elementary school. The purpose of the classroom meetings was to teach specific social skills and to establish a nurturing environment that supports and rewards children for using these skills in the classroom setting. One hundred and twenty-six first- and

third-grade students participated in classroom meetings once per week for 25 weeks. The Social Skills Diagnostic Screen assessed children in both control and experimental groups before and after the intervention. Teachers and parents completed the social skills screen for all subjects. Analysis of the teacher reports reveals children's social skills increased significantly in the school setting after participating in classroom meetings. Results from the parent ratings suggest improvements in social skills did not generalize to the home setting. First and third graders appeared to acquire social skills at similar rates. Implications of these findings for educational practices that utilize classroom meetings as an emotional literacy training program are discussed.

Title: The inception of school social work in Boston: Clarifying and expanding the historical record.

Author: McCullagh-J.G.

Pages: 58-67

Abstract: Conflicting explanations are found in the school social work literature for the initiation of school social work in Boston. This study determined that the Women's Education Association of Boston employed the first full-time home and school visitor on November 1, 1907. The appointment of a "school visitor" was not independent of the visiting teacher work initiated in New York City; instead it was an outgrowth of that pioneering development. Women were also leaders in the development of school social work in New York City and Chicago. Although the findings presented may be controversial, this study is intended to invite discussion and debate on the origins of school social work in Boston.